NOVA SCOTIA COUNCIL ON HIGHER EDUCATION
ANNUAL REPORT 1999

NOVA SCOTIA Council on Higher Education

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ERRATA

Page 22, Table 17
insert the following member:

Category	Name
ex-officio	Dr. Carmelita Boivin-Cole, CEO

Page 26, line 13
For:

Saint Mary's University	Diploma in Business Administration	New Program	Approved	1998

Read:

Saint Mary's University	Ph.D. in Business Administration	New Program	Approved	1998

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TABLE OF CONTENTS

Message from the Chair 2

Message from the Executive Director 3

Message from the Student Representative 4

University Funding 5
- *Operating Grants* 5
- *Total University Assistance* 5
- *Unrestricted Operating Grants* 6
- *Restricted Operating Grants* 6
- *Capital Grants* 9

Council Organization and Administration 9
- *Council Members* 10

Appendix I: Research Grants 11

Appendix II: Distribution of Enrolment 15
- *Enrolment by Program Groups* 15
- *Enrolment by Institution* 16
- *Enrolment by Residence of Origin* 16
- *International Student Enrolment* 17

Appendix III: Student Financial Assistance 18
- *Student Debt Load* 18
- *Expenditures for the Nova Scotia Student Loan Program* 18

Appendix IV: Faculty Rank Distribution at Nova Scotia Universities 20

Appendix V: Maritime Provinces Higher Education Commission (MPHEC) 21
- *Mission Statement* 21
- *Principal Functions* 21
- *Quality Assurance and Enrolment Growth* 22
- *Members of the MPHEC* 22
- *MPHEC Program Action Index* 23

Appendix VI: Program Groupings 27

Appendix VII: Order-in-Council Document 29

NOVA SCOTIA
Education and Culture

MESSAGE FROM THE CHAIR

Welcome to the first annual report from the Nova Scotia Council on Higher Education (NSCHE).

An Order-in-Council* created the Nova Scotia Council on Higher Education in 1989 and established that its key role was to be an advisory board to government and the Minister of Education and Culture on funding and policies related to Nova Scotian universities.

Over the past two years the Council has modified its structure, and I am the second of two "lay" Chairs of the Council, the first chair being Stephen Wetmore.

Having completed its first decade of operation, the Council is now reflecting on its mission and mandate, its past activities, and its future directions.

Council sees its principal value as a body that both advocates for the university system and facilitates the stewardship of the resources made available to the system. This stewardship is particularly important to support student interests as well as institutional interests, as students' achievements should be the primary measure of the university system's effectiveness.

The Order-in-Council that established the NSCHE is as relevant now as it was in 1989. In advising the Minister of Education and Culture and the Governor in Council on matters relating to the Nova Scotia university system, the NSCHE addresses the funding requirements and performance of the universities, the effective and efficient delivery of programs in conjunction with the Maritime Provinces Higher Education Commission (MPHEC), the allocation of programs among Nova Scotian universities, and other matters that Council determines are in the interest of the system. In essence, the Council advocates on behalf of the university system and ensures that public monies are used appropriately and effectively. This having been the case over the past decade, it is time to reaffirm a commitment among all stakeholders to work for the stewardship of the entire system.

COUNCIL'S PRIORITIES

Council believes it is important to communicate its priorities to all stakeholders to ensure there is a common understanding of our role. These priorities are advocacy, accountability, and accessibility.

Advocacy

The Council's central role is to ensure that the post-secondary education system has sufficient resources to accomplish its many responsibilities. The Council must advocate for a broad appreciation of the central role of post-secondary education in the province's educational, economic, social, and cultural development.

Accountability

The key to sustaining support for post-secondary education is to ensure that the resources provided are deployed to maximize the quality of programs, to maintain capital assets, and to provide a full range of programs to meet the needs of Nova Scotian stakeholders.

Accessibility

With respect to accessibility, the Council must ensure effective access to post-secondary education by all academically qualified Nova Scotian students, irrespective of their personal circumstances, with a particular focus on under-represented groups.

In carrying out our role with the universities, the Council will examine and promote opportunities for planning and collaboration between and among post-secondary institutions to the extent that such collaborative undertakings strengthen the system as a whole.

The Council will need to enter a new phase in its evolution to communicate these priorities to a wider range of stakeholders. The Council will work as an active partner with many different groups, and we therefore anticipate more frequent meetings with all those who benefit from a strong university system.

I personally want to signal our commitment to meet with all of the key stakeholders in the coming months. We are open to discussions on the Council's role in advocacy and stewardship.

As well, since we regard the community college system as an important and equal partner in the post-secondary education system, it is our intention to foster a stronger relationship between

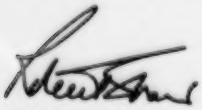
*The full text of the Order-in-Council is contained in Appendix VII.

the two publicly funded systems in Nova Scotia.

I encourage all Nova Scotians with an interest in the quality of the post-secondary education system to join me in deliberating and acting on these important matters.

In the following pages we have included tables, charts, and graphs, as well as individual commentaries, that describe some of the features of the system according to the most current data. As this is Council's first annual report, we expect these charts and graphs to provide the baseline for future reporting of changes to the system.

We invite all stakeholders to help us identify the information that would be useful for future tracking of the system's performance and characteristics.



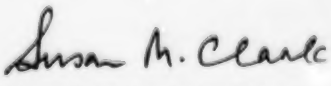
Bob Shaw, *Chair*

MESSAGE FROM THE EXECUTIVE DIRECTOR

I joined the Nova Scotia Council on Higher Education in January 1998, having spent my career on the university side of the higher education system. Joining the public policy side has proved to be every bit as interesting. Although I speak about the two different sides of the university system, the system works best when the public policy issues and the individual interests of particular institutions are working in consort.

Bob Shaw has indicated the major priorities that Council has set for itself, which seek to keep the balance between what is good for the system overall and what is good for the individual institutions. For Council staff, this means that we work to represent and promote the interests of the universities within the provincial government and with our regional and federal counterparts. For example, during the past year, in conjunction with the Department of Economic Development and Tourism and the Atlantic Canada Opportunities Agency (ACOA), we worked to support university applications to the Canada Foundation for Innovation (CFI) for research infrastructure assistance. The Council also supported the Information Economy Initiative for Acadia University, the University College of Cape Breton, and Dalhousie University, as well as international activities aimed at bringing contracts for training and education to Nova Scotian institutions. With provincial and Maritime colleagues, we have engaged in discussions on the student aid program and a research agenda that would, amongst other things, give us accurate information on the employment of our graduates. At the national level, the Council of Ministers of Education, Canada recently approved *A Report on Public Expectations of Post-secondary Education in Canada*, and discussions have begun on the level of the Canada Health and Social Transfers for post-secondary education. Throughout the year, Council staff assisted with the public appointments to University Boards of Governors and University Foundations, and the awarding of the Dr. P. Anthony Johnstone Memorial Fund Entrance Scholarship, the Prince Edward Scholarship, and the Nova Scotia Women in Engineering Scholarship.

Understanding the university system —where it is strong, where changes are needed, and its future directions in Nova Scotia and, indeed, around the world— is at the heart of what we do at the Council. This annual report is one tool to help interested people understand our system and take part in the debates on how to keep universities as strong contributors to the province's educational, economic, social, and cultural well-being. The information in the report comes from Council's own data and from reports from other departments and agencies. It is our first report, and we look forward to receiving comments about this and future editions.



Susan Clark, *Executive Director*

MESSAGE FROM THE STUDENT REPRESENTATIVE

As the student representative on the Nova Scotia Council on Higher Education, it is my job to ensure that the concerns of Nova Scotia university students are heard.

Continuing concerns among Nova Scotia students include increasing debt loads and rising tuition fees for post-secondary education.

One pressing concern is the harmonization of the Nova Scotia Student Loan Program (NSSLP) with the Canada Student Loan Program (CSLP). We must ensure that government restructures a policy that works for students and not against them.

As well, Nova Scotia students are in the second year of a campaign to increase student representation on their university boards of governors.

With the hard work and dedication from all our student leaders across the province, and in collaboration with our university administrators, the government of Nova Scotia, and the NSCHE, we are making our schools a better place in which to learn and grow.

Kelly MacKenzie

OPERATING GRANTS

The method of allocating university operating grants remained substantially unchanged between 1989 and 1998, despite considerable changes in enrolment and the creation of many new programs at several universities. In 1995, the Council began a process of defining the principles that would govern a new funding formula and then applied these principles to shaping how such a formula would be put into practice. From 1995 to 1998 there were multiple consultations with all stakeholders as the Council attempted to balance the different viewpoints expressed.

The guiding principles were articulated as follows:

- A university education should be accessible to all qualified students at reasonable tuition levels irrespective of the costs of the programs students choose to enter.
- A new system for allocating funding should be based on the relative costs of programs and current enrolments.
- The new system should be applied equally and fairly to all universities.
- The new system should recognize the unique characteristics of each institution.
- The new system should minimize the need for significant tuition increases over the next few years and thereby help control debt loads for students.
- Government funding should cover the costs of the programs offered, based on current enrolments and tuition revenues.
- The funding system should be open and transparent to all stakeholders, thereby increasing public accountability and ending the need for ad hoc adjustments to institutional funding.
- The system should provide funding stability and predictability to universities over the next few years.
- The research activity of universities should be valued and encouraged.
- The enrichment that international students provide to the educational experience of all students should be promoted.
- Public funding for education should finance the educational programs and services at universities. Initiatives that may be related exclusively to other factors, such as economic development, should be funded from other sources, including the private sector.

These principles, key to ensuring the prosperity of the province, its students, and universities, helped to fashion the new scheme. In March 1997 the first discussion paper was released, and approximately one year later, in April 1998, the new funding formula was approved by government.

TOTAL UNIVERSITY ASSISTANCE

The Assistance to Universities Vote in the annual Estimates of the province is composed of many recoveries and expenditures, the most significant being operating grants to the universities. The breakdown of the vote is detailed in Table 1 for the three fiscal years from 1996–97 to 1998–99. In addition to the statutory grant, the total operating assistance includes foreign student differential fees (up to and including 1997–98) and interprovincial student transfers.

Prior to 1998–99, universities were required to submit $1,700 per enrolled international student to the government. This money then became part of the funding available to that university. With the introduction of the funding formula in 1998–99, the mandatory collection of this fee for foreign students was eliminated. Universities choosing to continue charging differential fees retain all revenue collected.

Through an agreement with the Maritime Provinces Higher Education Commission (MPHEC), each member province receives a transfer payment from the other provinces for out-of-province students enrolled in "regional" programs. These transfers result in a net gain of approximately $8 million for Nova Scotia.

A number of dedicated payments must be made from the University Assistance Fund, including the province's contribution to the Atlantic Veterinary College, rent payments, and scholarships. With the restructuring of the teacher education program following the Shapiro Report in 1994, a loan was taken out to fund an Early Retirement Incentive Program (ERIP) for teachers leaving the system. Loan repayment was completed in 1998–99. Also associated with this restructuring were expenditures related to the closing of the Nova Scotia Teachers College and to a Teacher Education Transition Fund. In the past, Special Transition Payments were used as a form of contingency fund to finance any unforeseen or special expenditures.

Innovation and Excellence grants support specific innovative and co-operative projects initiated either by the university or through government-sponsored co-operative projects. In 1998–99 this funding was directed towards expanding the Computer Science program at Dalhousie University ($1.66 million). Accessibility grants in 1998–99 were given to the University College of Cape Breton for Mi'kmaq Studies ($50,000) and to the Saint Mary's University Atlantic Centre for Disabled Students ($300,000).

The remaining funds are allocated to the universities in the form of operating grants. Under the funding formula the total operating grant for each university is determined by the sum of the

Unrestricted Operating Grant (96 per cent of total funding) and the Restricted Operating Grant (4 per cent of total funding).

UNRESTRICTED OPERATING GRANTS

Universities are free to utilize this money in whatever manner they see fit in support of their respective institutional missions. Unrestricted operating grants are calculated according to three components:

Weighted Enrolment Grant (WEG)

The WEG is the largest component, accounting for approximately 91 per cent of the total operating funding provided to universities. Its allocation to individual institutions is determined on the basis of enrolments weighted by the cost of instruction in each discipline. A single enrolment "corridor" has been established for each institution, based on the three-year average of weighted full course equivalent enrolment for the period from 1994–95 to 1996–97. The corridors serve as a means of managing changes in funding consequent on changes that take place in enrolment over time. They provide stability to university funding and make it possible to ensure that enrolment growth at one institution will not be funded at the expense of others. An increase in enrolment will have no effect on funding unless there is a specific agreement by government to fund this growth. Likewise, a decline in enrolment below the level used in the formula will not affect funding as long as it does not exceed 5 per cent. A decline greater than 5 per cent will initiate a review process. Corridors will be reviewed on a regular basis every four to five years.

Research Grant

The Research Grant supports the indirect costs of research funded by the federal granting councils and is a percentage of the federal grants (see Appendix I).

Extra Formula Grant

The Extra Formula Grant exists to fund the additional costs that are associated with location, small size, service to part-time students, and operation in the French language.

RESTRICTED OPERATING GRANTS

Restricted Operating Grants are calculated according to two components: alterations and renovations (A&R) and non-space (libraries and equipment) grants. These funds cannot be used for any other expenditures.

The impact of the funding formula on university operating grants is demonstrated by comparing allocations for 1997–98, the last year of funding under the previous system, with 1998–99, the first year of funding according to the new formula (Table 1). Total operating grants to the universities increased by $6.6 million for the 1998–99 year ($8.6 million when the $2 million in foreign student differential fees are excluded from the 1997–98 allocation). This is a result of the Nova Scotia government's commitment to support the new funding formula with an additional $23.8 million over three years. In addition to this increase, $4.1 million previously allocated to the Nova Scotia Teachers College was redistributed over the system when that institution was closed in 1997.

The breakdown of the $181.6 million awarded to universities in operating grants for fiscal year 1998–99 is shown in Table 2. Figure 1 shows the percentage distribution of this money among the universities.

Of the $174.5 million allocated to unrestricted operating grants in 1998–99, $166.6 million was comprised of weighted enrolment grant (WEG) funding. Undergraduate programs received $132.4 million (79 per cent), and $34.3 million (21 per cent) went to support graduate programs (Table 3). Within the undergraduate curriculum, funding was roughly equally distributed between arts, sciences, and professional programs (26, 30, and 37 per cent, respectively), while 7 per cent of funding was assigned to non-degree programs (Figure 2). Two-thirds (66 per cent) of the graduate curriculum funding was in support of professional programs in fields such as Architecture, Business Administration, Engineering, Health Services Administration, Public Administration, Law, and Urban and Rural Planning (Figure 3). Of the remaining graduate curriculum funding, 11 per cent went towards the arts, 11 per cent towards the sciences, and 12 per cent to PhD programs. The assignment of programs to these groups is defined in Tables 19 and 20, Appendix VI.

One of the concerns expressed during the funding formula consultations was the amount of public funding provided to institutions within the Halifax Metropolitan area and to those outside Metro. The total amount of funding to Metro institutions following the introduction of the funding formula in 1998–99 was 71.1 per cent, compared to 28.8 per cent for non-Metro institutions.

Following the financial year 2000–2001, all of the institutions' enrolment corridors will be assessed to determine whether the universities have maintained their enrolment. Institutions with enrolment decreases of more than 5 per cent since the enrolment corridors were established, based on a three-year average, may lose funding as a result of such a change.

For further details and definitions of how the funding formula is applied, see *Recommendations on a New University Funding Formula for the Distribution of Operating Grants*, March 1998. These recommendations became government policy with their adoption in the April 1998 budget.

TABLE 1: BREAKDOWN OF THE UNIVERSITY ASSISTANCE VOTE

Assistance	***1996–97***	***1997–98***	***1998–99***
Statutory Grants	$ 183,375,000	$ 178,161,000	$ 183,674,000
Foreign Student Differential Fees	1,983,934	2,031,381	0
Interprovincial Students	7,975,020	8,576,900	7,200,000
Total Assistance	$ 193,333,954	$ 188,769,281	$ 190,874,000

Dedicated Payments	***1996–97***	***1997–98***	***1998–99***
Atlantic Veterinary College	$ 3,786,867	$ 3,828,867	$ 3,807,867
ERIP—Teacher Education	796,979	2,026,831	53,256
Nova Scotia Teachers College	813,600	0	0
Rent Payment: NSCAD	2,200,000	2,200,000	2,200,000
Rent Payment: TUNS	799,301	1,000,000	1,000,000
Scholarships & other	10,000	10,000	15,000
Special Transition	1,097,000	0	0
Teacher Education Transition	133,683	0	0
Total Dedicated Payments	$ 9,637,430	$ 9,065,698	$ 7,076,123

Targeted Funding	***1996–97***	***1997–98***	***1998–99***
Innovation and Excellence	$ 0	$ 3,750,000	$ 1,700,000
Indirect Cost of Research	330,000	330,000	0
Accessibility	150,000	350,000	350,000
Miscellaneous	170,000	273,583	150,000
Total Targeted Funding	$ 650,000	$ 4,703,583	$ 2,200,000
Total Funds for Allocation	***$ 183,046,524***	***$ 175,000,000***	***$ 181,597,877***

Allocation to Universities	***1996–97***	***1997–98***	***1998–99***
Acadia University	$ 19,223,277	$ 18,829,376	$ 19,299,758
Atlantic School of Theology	713,269	698,644	728,193
Dalhousie University	77,239,468	89,354,003	91,779,061
Mount Saint Vincent University	12,852,290	12,587,617	12,545,851
Nova Scotia Agricultural College	3,379,303	3,308,565	3,647,643
Nova Scotia College of Art and Design	4,144,485	4,060,002	4,334,832
Nova Scotia Teachers College	4,128,600	0	0
Saint Mary's University	17,159,249	16,807,681	17,495,790
St. Francis Xavier University	13,783,673	13,502,759	14,689,029
Technical University of Nova Scotia	14,234,372	0	0
Université Sainte-Anne	2,686,876	2,631,313	2,712,063
University College of Cape Breton	11,307,776	11,079,954	11,960,803
University of King's College	2,184,886	$2,140,086	2,403,854
Total Funds Allocated	***$ 183,046,524***	***$ 175,000,000***	***$ 181,596,877***

Source: Nova Scotia Council on Higher Education

TABLE 2: BREAKDOWN OF OPERATING GRANTS (1998–99)

Institution	*Unrestricted**	*Non-space*	*A & R*	*Total Funding*
Acadia University	$ 18,478,076	$ 394,335	$ 427,347	$ 19,299,758
Atlantic School of Theology	698,150	14,216	15,827	728,193
Dalhousie University	88,341,288	1,730,174	1,707,599	91,779,061
Mount Saint Vincent University	12,061,327	266,457	218,067	12,545,851
Nova Scotia Agricultural College	3,576,601	35,521	35,521	3,647,643
Nova Scotia College of Art & Design	4,135,042	106,583	93,207	4,334,832
Saint Mary's University	16,760,411	380,148	355,231	17,495,790
St. Francis Xavier University	14,024,926	287,763	376,340	14,689,029
Université Sainte-Anne	2,622,127	24,869	65,067	2,712,063
University College of Cape Breton	11,549,058	198,950	212,795	11,960,803
University of King's College	2,311,936	46,193	45,725	2,403,854
Total Allocation	***$ 174,558,942***	***$ 3,485,209***	***$ 3,552,726***	***$ 181,596,877***

Source: Nova Scotia Council on Higher Education

*Represents initial funding allocation, subject to enrolment audit.

FIGURE 1

Distribution of Operating Grants (1998-99)

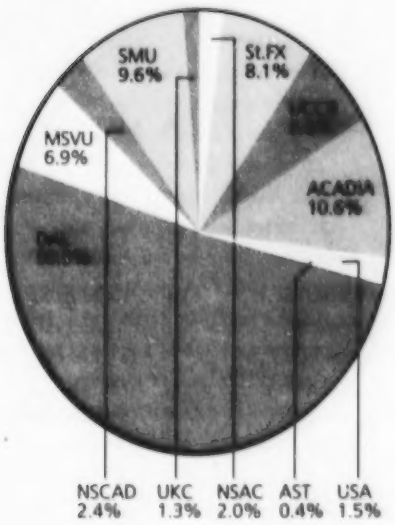


FIGURE 2

Distribution of WEG Funding within Undergraduate Programs

Source: Nova Scotia Council on Higher Education

FIGURE 3

Distribution of WEG Funding within Graduate Programs (Master's and PhD Levels)

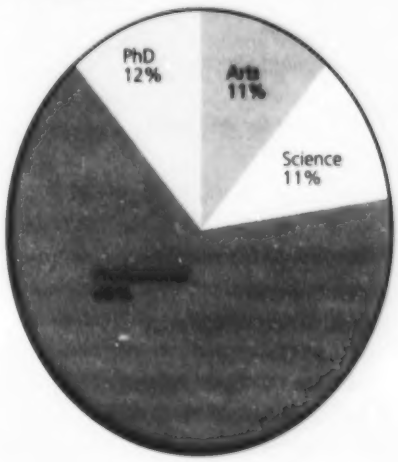


TABLE 3: WEG FUNDING DISTRIBUTION BY PROGRAM GROUPINGS

Undergraduate Programs		*Graduate Programs*	
Arts	$ 34,917,738	Arts	$ 3,884,252
Science	40,055,382	Science	3,853,731
Professional	48,709,859	Professional	22,602,115
Non-Degree	8,667,229	PhD	4,006,717
Total	***$ 132,350,208***	***Total***	***$ 34,346,815***
	(79%)		(21%)

Source: Nova Scotia Council on Higher Education

CAPITAL GRANTS

Historically, the Maritime Provinces Higher Education Commission (MPHEC) was responsible for reviewing all requests for capital project funding from Maritime universities. Priorities were determined from a system-wide perspective, and funding recommendations were passed on to the individual provinces. Beginning in 1996–97, the NSCHE began to review and revise the capital approval and payment processes to achieve greater cash flow predictability in the delivery of capital grants to institutions.

In fiscal years 1996–97 and 1997–98, a number of projects were completed, and the majority of funding for the Saint Mary's University Commerce Building was distributed (Table 4). In fiscal year 1998–99, project funding for Saint Mary's University was complete, and progress on Dalhousie University's Faculty of Arts and Social Sciences Building was firmly established. Also in 1998–99, one-year commitments were made to Dalhousie University for replacing underground steam pipes ($1 million) and to University College of Cape Breton for upgrading heating, ventilating, and air conditioning systems ($245,000).

Council was aware of an ever-growing list of maintenance issues that were being deferred by the universities due to lack of funds. For fiscal year 1998–99 Council recommended, and the Minister of Education and Culture approved, the transfer of $1.1 million in capital funding to an additional one-time Alterations and Renovations grant to address some of these deferred maintenance issues.

TABLE 4: SUMMARY OF CAPITAL EXPENDITURES

Institution	*1996–97*	*1997–98*	*1998–99*
Acadia University	$ 2,951,346	$ 210,672	—
Atlantic School of Theology	—	55,000	—
Dalhousie University	—	97,027	1,852,973
Mount Saint Vincent University	—	—	—
Nova Scotia Agricultural College	—	—	—
Nova Scotia College of Art and Design	—	—	—
Saint Mary's University	250,000	4,172,833	1,577,167
St. Francis Xavier University	967,654	356,846	—
Université Sainte-Anne	—	—	—
University College of Cape Breton	—	—	245,000
University of King's College	250,000	—	—
Transferred to Alterations & Renovations Grant			1,143,860
Total Capital Expenditures	***$ 4,419,000***	***$ 4,892,378***	***$ 4,819,000***

Source: Nova Scotia Council on Higher Education

COUNCIL ORGANIZATION AND ADMINISTRATION

The Nova Scotia Council on Higher Education was appointed early in 1998, held its first meeting in February 1988, and was formally established and its powers defined by Order-in-Council dated June 20, 1989 (Appendix VII). The Council, an advisory body to the Minister of Education and Culture, represents the positions and views of universities to government and communicates the policies and positions of government to the universities.

Prior to 1996, there were nine members of the NSCHE with three Council members appointed from the universities, three from government, and three from the public at large.One of the public-at-large members was traditionally a student representative. The Chair of the Council was one of the government representatives and also directed the Secretariat that supported the Council's agenda.

Beginning in 1996, the Council became a lay body with no fixed representation from any particular sectors. Currently, there is one student represen-

tative while the remaining members are from across the province reflecting a wide range of background and experience. The Chair of the Council is appointed from one of the lay members. The Executive Director is an ex-officio member of the Council and manages the secretariat that supports Council activities. There are presently nine members of the Council, with additional appointments in process.

The Council works closely with the Council of Nova Scotia University Presidents and the universities and is responsible for promoting an effective and co-ordinated university system, which maximizes educational experiences for students and economic potential for Nova Scotia while generating high-quality research activity. The Council is also responsible for working with the Maritime Provinces Higher Education Commission, the body responsible for regional planning and quality assurance in programming among the universities in the Maritime provinces.

The major focus of the new Council over the last few years has been the development and implementation of a new funding formula for allocating government assistance among the institutions. The formula was implemented April 1998.

The administrative expenses of the Council are summarized in Table 5. Members of the Secretariat attend regular and special committee meetings of the MPHEC, meetings of the Council of Ministers of Education, Canada, and the annual conference of the Canadian Association of University Business Officers. The travel expenses of lay members of the Council to attend monthly meetings are also covered from the administrative budget. A large portion of Council's budget is directed toward professional and consulting services, often in association with the MPHEC, to cover the costs of surveys and special studies.

TABLE 5: COUNCIL ADMINISTRATION EXPENDITURES

		1997–98		*1998–99*
Salaries and Benefits	$	308,112	$	329,890
Travel		57,272		54,606
Professional Services		414,559		333,568
Supplies and Materials		105,409		70,190
Total	***$***	***885,352***	***$***	***788,254***

Source: Nova Scotia Council on Higher Education

COUNCIL MEMBERS (left to right)

Denise Comeau, Comeauville; Bob Shaw (Chair), Halifax; Donald McLeod, Wolfville; Kelly MacKenzie (Student Representative), Dalhousie University; David Precious, Halifax; Mark Frison, Sydney; John J. Paul, Eskasoni; Susan Clark (Executive Director), Halifax; Absent: David Webber, Mineville

RESEARCH GRANTS

Universities receive research grants from a variety of outside sources. These grants cover the direct costs of conducting research but do not cover the indirect costs associated with administration and overhead. The funding formula recognizes this factor and consequently provides support for the indirect costs through the Research Grant component of the Unrestricted Operating Grant. Through consultations with university representatives, it was agreed to base the grant on the level of support received from five national granting agencies. Grants from the Natural Sciences and Engineering Research Council, Social Sciences and Humanities Research Council, and the Canada Council for the Arts are funded at 40 per cent of the value of the grants. Medical research grants from the Medical Research Council and the National Health Research and Development Program are funded at the lesser value of 34 per cent, since a significant part of this research is conducted in hospitals and therefore has less cost impact on the university.

Tables 6 to 10 detail the funding received by each of the Nova Scotia institutions from the granting councils over the period from 1994–95 to 1997–98. The 1994–95 to 1996–97 average is the value used in the funding formula. The comparison of that average value to 1997–98, the most recent year for which data is available, reflects whether the university secured more (> 1) or less (< 1) funding in that year compared to the three-year average.

System-wide, close to $20 million in funding is received annually from the five granting councils (Table 11). This amount has not changed significantly over the past seven years. With this level of national funding, the annual provincial Research Grant amounts to approximately $7.3 million.

The three-year average used in determining the Research Grant will be updated with the most current three-year period when funding levels are recalculated. For comparison purposes only, if a three-year rolling average system were in use now, replacement of the 1994–95 to 1996–97 average with the 1995–96 to 1997–98 average would result in a decrease of the provincial Research Grant by $68,000, or slightly less than 1 per cent.

TABLE 6: MEDICAL RESEARCH COUNCIL FUNDING ($,000)

Institution	*1994–95*	*1995–96*	*1996–97*	*1997–98*	*3-Year Average (94-95 to 96-97)*	*Ratio of 97-98 to 3-Year Average*
Acadia University	—	—	—	—	—	—
Atlantic School of Theology	—	—	—	—	—	—
Dalhousie University	$ 5,240	$ 4,851	$ 4,716	$ 5,133	$ 4,936	1.04
Mount Saint Vincent University	—	$ 15	$ 24	$ 10	$ 13	0.77
Nova Scotia Agricultural College	—	—	—	—	—	—
Nova Scotia College of Art and Design	—	—	—	—	—	—
Saint Mary's University	—	—	—	—	—	—
St. Francis Xavier University	—	—	—	—	—	—
Technical University of Nova Scotia	—	—	—	—	—	—
University College of Cape Breton	—	—	—	—	—	—
University of King's College	—	—	—	—	—	—
Université Sainte-Anne	—	—	—	—	—	—
Province Total	***$ 5,240***	***$ 4,866***	***$ 4,740***	***$ 5,143***	***$ 4,949***	

Source: Medical Research Council of Canada

TABLE 7: NATIONAL HEALTH RESEARCH AND DEVELOPMENT PROGRAM FUNDING ($,000)

Institution	*1994–95*	*1995–96*	*1996–97*	*1997–98*	*3-Year Average (94-95 to 96-97)*	*Ratio of 97-98 to 3-Year Average*
Acadia University	—	—	—	—	—	—
Atlantic School of Theology	—	—	—	—	—	—
Dalhousie University	$ 468	$ 948	$ 694	$ 588	$ 703	0.84
Mount Saint Vincent University	47	51	—	10	33	0.31
Nova Scotia Agricultural College	—	—	—	—	—	—
Nova Scotia College of Art and Design	—	—	—	—	—	—
Saint Mary's University	—	—	—	—	—	—
St. Francis Xavier University	—	—	—	—	—	—
Technical University of Nova Scotia	—	—	—	—	—	—
University College of Cape Breton	—	—	—	—	—	—
University of King's College	—	—	—	—	—	—
Université Sainte-Anne	—	—	—	—	—	—
Province Total	***$ 514***	***$ 999***	***$ 694***	***$ 598***	***$ 736***	

Source: National Health Research and Development Program

TABLE 8: SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL FUNDING ($,000)

Institution	*1994–95*	*1995–96*	*1996–97*	*1997–98*	*3-Year Average (94-95 to 96-97)*	*Ratio of 97-98 to 3-Year Average*
Acadia University	$ 375	$ 238	$ 209	$ 252	$ 274	0.92
Atlantic School of Theology	—	—	—	—	—	—
Dalhousie University	754	832	555	666	714	0.93
Mount Saint Vincent University	200	144	91	163	145	1.12
Nova Scotia Agricultural College	26	30	—	7	19	0.39
Nova Scotia College of Art and Design	11	11	2	10	8	1.28
Saint Mary's University	389	213	133	186	245	0.76
St. Francis Xavier University	142	112	132	136	129	1.06
Technical University of Nova Scotia	18	13	11	11	14	0.77
University College of Cape Breton	86	115	—	86	67	1.29
University of King's College	2	2	—	—	1	—
Université Sainte-Anne	28	16	10	5	18	0.26
Province Total	***$ 2,032***	***$ 1,725***	***$ 1,143***	***$ 1,521***	***$ 1,633***	

Source: Social Sciences and Humanities Research Council of Canada

TABLE 9: NATURAL SCIENCES AND ENGINEERING RESEARCH COUNCIL FUNDING ($,000)

Institution	*1994–95*	*1995–96*	*1996–97*	*1997–98*	*3-Year Average (94-95 to 96-97)*	*Ratio of 97-98 to 3-Year Average*
Acadia University	$ 549	$ 435	$ 594	$ 613	$ 526	1.16
Atlantic School of Theology	—	—	—	—	—	—
Dalhousie University	8,302	6,927	7,517	10,162	7,582	1.34
Mount Saint Vincent University	171	94	66	51	110	0.46
Nova Scotia Agricultural College	170	143	118	300	144	2.09
Nova Scotia College of Art and Design	—	—	—	—	—	—
Saint Mary's University	652	740	608	568	667	0.85
St. Francis Xavier University	665	681	919	802	755	1.06
Technical University of Nova Scotia	1,788	1,993	1,790	—*	1,857	—
University College of Cape Breton	182	161	151	91	165	0.55
University of King's College	—	—	—	—	—	—
Université Sainte-Anne	—	—	—	—	—	—
Province Total	***$ 12,479***	***$ 11,174***	***$ 11,763***	***$ 12,588***	***$ 11,805***	

Source: Natural Sciences and Engineering Research Council of Canada

*As a result of the amalgamation of the Technical University of Nova Scotia with Dalhousie University, reporting has been consolidated under Dalhousie University.

TABLE 10: CANADA COUNCIL FOR THE ARTS FUNDING ($,000)

Institution	*1994–95*	*1995–96*	*1996–97*	*1997–98*	*3-Year Average (94-95 to 96-97)*	*Ratio of 97-98 to 3-Year Average*
Acadia University	–	—	—	—	—	—
Atlantic School of Theology	—	—	—	—	—	—
Dalhousie University	—	—	—	—	—	—
Mount Saint Vincent University	—	—	—	—	—	—
Nova Scotia Agricultural College	—	—	—	—	—	—
Nova Scotia College of Art and Design	$ 23	$ 28	$ 65	$ 182	$ 39	4.71
Saint Mary's University	—	—	—	—	—	—
St. Francis Xavier University	—	—	—	—	—	—
Technical University of Nova Scotia	—	—	—	—	—	—
University College of Cape Breton	—	—	—	—	—	—
University of King's College	—	—	—	—	—	—
Université Sainte-Anne	—	—	—	—	—	—
Province Total	***$ 23***	***$ 28***	***$ 65***	***$ 182***	—	

Source: The Canada Council for the Arts

TABLE 11: TOTAL FUNDING FROM NATIONAL GRANTING COUNCILS ($,000)

Institution	*1994–95*	*1995–96*	*1996–97*	*1997–98*	*3-Year Average (94-95 to 96-97)*	*Ratio of 97-98 to 3-Year Average*	*Provincial Research Grant*
Acadia University	$ 924	$ 673	$ 803	$ 864	$ 800	1.08	$ 320
Atlantic School of Theology	—	—	—	—	—	—	—
Dalhousie University	14,764	13,557	13,501	16,549	13,941	1.19	5,987
Mount Saint Vincent University	418	304	181	234	301	0.78	118
Nova Scotia Agricultural College	196	173	124	308	164	1.87	66
Nova Scotia College of Art and Design	34	38	65	193	46	4.19	17
Saint Mary's University	1,041	953	741	754	912	0.83	365
St. Francis Xavier University	807	793	1,067	938	889	1.06	355
Technical University of Nova Scotia	1,806	2,006	1,803	11	1,872	0.01	—*
University College of Cape Breton	268	276	222	177	255	0.70	102
University of King's College	2	2	—	—	1	—	1
Université Sainte-Anne	28	16	10	5	18	0.26	7
Province Total	***$ 20,288***	***$ 18,792***	***$ 18,517***	***$ 20,032***	***$ 19,199***		***$ 7,337***

Source: Summation of Tables 6 to 10

*TUNS funding included with Dalhousie University, following the merger of the two institutions.

DISTRIBUTION OF ENROLMENT

ENROLMENT BY PROGRAM GROUPS

Consideration for public policy is whether we have struck the right balance, on a system-wide level, in terms of student enrolment in programs and discipline areas of study.

Do we have the right mix and proportion of undergraduate to graduate programs, or should the next version of a funding formula specifically encourage enrolment in particular disciplines?

One such initiative is under way in the decision to fund, explicitly, the growth of computer science enrolment at Dalhousie University, at both the undergraduate and graduate levels, following the amalgamation with the Technical University of Nova Scotia.

Should future program growth be accomplished by simply adding students to the existing institutions and "corridors," or should these institutions be required to give up enrolment in other programs?

Such questions have considerable financial consequence for the taxpayers of Nova Scotia and raise concerns about accessibility.

Table 12 and Figures 4 and 5 show the distribution of undergraduate and graduate student enrolment, expressed as full-time equivalents, in non-degree, arts, science, professional, and Ph.D. program groups over the three-year period between 1994–95 to 1996–97 (program groupings are defined in Tables 19 and 20, Appendix VI). Undergraduate students account for 91 per cent of the total university enrolment.

TABLE 12: ENROLMENT DISTRIBUTION BY PROGRAM GROUPINGS, 1994–95 TO 1996–97

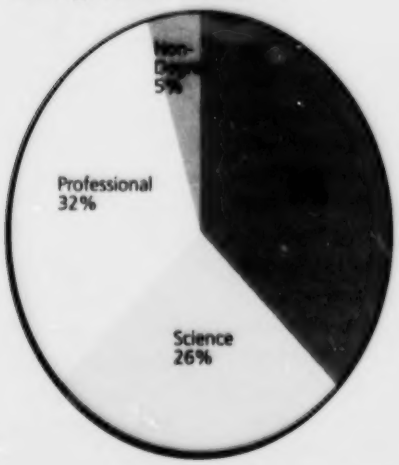
Undergraduate Programs	*Average Enrolment*	*Graduate Programs*	*Average Enrolment*
Arts	10,664	Arts	352
Science	7,680	Science	305
Professional	9,300	Professional	1,899
Non-Degree	1,393	PhD	205
Total	***29,037***	***Total***	***2,761***
	(91%)		(9%)

Source: Nova Scotia Council on Higher Education

Note: Enrolment data presented in this Appendix are based on head counts and therefore include both full- and part-time students.

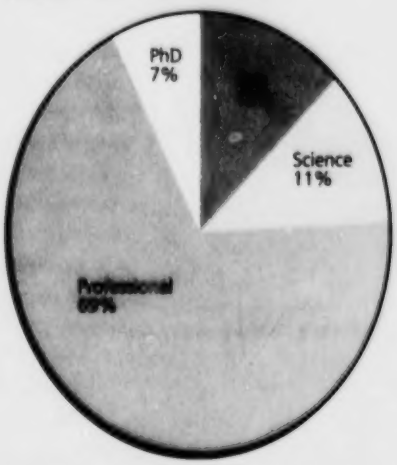
FIGURES 4 & 5: DISTRIBUTION OF ENROLMENTS BY PROGRAM GROUPS (3-YEAR AVERAGE FROM 1994–95 TO 1996–97)

Figure 4: Undergraduate Enrolments



Source: Nova Scotia Council on Higher Education

Figure 5: Graduate Enrolments (Master's and PhD Levels)



Source: Nova Scotia Council on Higher Education

ENROLMENT BY INSTITUTION

Figure 6 describes the system-wide enrolment, by institution, on a percentage basis, for the year 1997–98. A comparison between this pie chart and Figure 1 from page 8, which depicts funding distribution to the institutions, reflects the overall effects of the relative costs of programs on institutional funding. The distinction between percentage of enrolment and percentage of funding given to institutions is important to understand. Some universities like Dalhousie have a higher concentration of high-cost programs (graduate programs, professional programs, e.g., Medicine, Dentistry), and thus their overall funding percentage is higher than their percentage of enrolment. Dalhousie, therefore, receives 50.5 per cent of the system funding, yet has 33 per cent* of the enrolment.

The enrolments for the former Technical University of Nova Scotia (TUNS) were included separately in the 1997–98 headcount. In future enrolment reports they will be included in the Dalhousie enrolments without further separation. This transitional reporting was retained for one year as the funding formula enrolment numbers are based on data reported before Dalhousie and TUNS amalgamated to become one institution.

ENROLMENT BY RESIDENCE OF ORIGIN

An analysis of student enrolment by residence of origin (Table 13 and Figure 7) reveals some of the distinctive characteristics of Nova Scotia institutions.

For example, more Nova Scotia students are enrolled, proportionately, at University College of Cape Breton (92 per cent), than at any of the other degree granting institutions. Conversely, University of King's College and Nova Scotia College of Art and Design each have 51 per cent out-of-province students, a figure that is significantly higher than any of the other institutions. These diverse enrolment patterns demonstrate the orientation and mission of each of the institutions.

The provincial government and the Council recognize that there are significant advantages to the enrolment of students from outside Nova Scotia in our institutions. These enrolments attest to the quality of our institutions and allow Nova Scotia students to benefit from diverse educational experiences. Recent examinations of the data for 1996–97, for example, have shown that in Nova Scotia approximately 8,900 students (24.2 per cent) are from out-of-province, while 4,300 Nova Scotia students study in other provinces for a net difference of 4,600 students. Such mobility should be encouraged and is a fundamental part of the Canadian inter-provincial mosaic.

In future, further disaggregation by program of study, undergraduate, graduate, and professional degrees will sharpen our understanding of the student profile in our institutions. One of the public policy considerations for further examination is whether this balance of enrolment across the system is what we would wish, in terms of its mix of Nova Scotian, Canadian, and international students.

*1997–98 reported data show Dalhousie and Dal/Tech as separate institutions (Figure 6). For comparison with 1998–99 post-amalgamation data (Figure 1), enrolments for the two institutions have been summed (29.4% + 3.6% = 33%).

TABLE 13: DISTRIBUTION OF ENROLMENT BY RESIDENCE OF ORIGIN (1997–98)

Institution	*Nova Scotia*	*Out-of-Province*	*International*	*Total*
Acadia University	2,426	1,384	282	4,092
Atlantic School of Theology	75	25	2	102
Dalhousie University	6,750	3,961	436	11,147
Dal/Tech	964	285	124	1,373
Mount Saint Vincent University	2,924	536	88	3,548
Nova Scotia Agricultural College	664	273	4	941
Nova Scotia College of Art and Design	326	400	59	785
St. Francis Xavier University	2,727	1,110	115	3,952
Saint Mary's University	5,836	853	546	7,235
University College of Cape Breton	3,249	223	65	3,537
University of King's College	417	436	9	862
Université Sainte-Anne	235	88	11	334
Total	***26,593***	***9,574***	***1,741***	***37,908***

Source: Maritime Provinces Higher Education Commission

FIGURE 6
Distribution of Student Enrolment by Institution (1997–98)

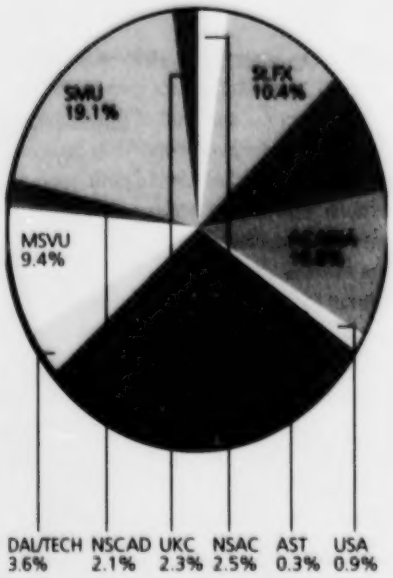
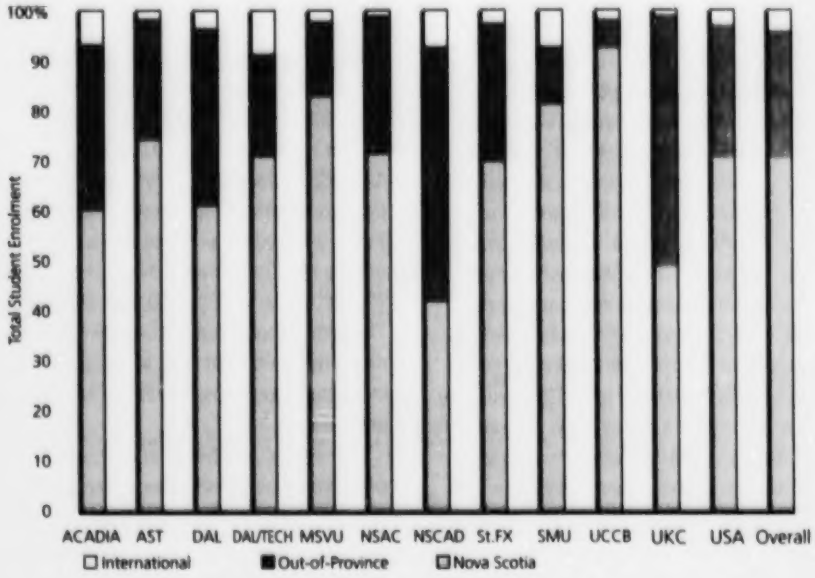


FIGURE 7
Distribution of Student Enrolment by Residence of Origin (1997–98)



INTERNATIONAL STUDENT ENROLMENT

Figure 8 describes the international student enrolment by institution for 1997–98, as a percentage of the total international student enrolment. One of the critical issues identified in the funding formula consultations was the relatively low levels of international student enrolment in each of our institutions.

In most institutions these numbers have suffered a sharp decline since their high point in the mid 1980s. One of the Nova Scotia government's strategic intentions is to increase international student enrolment to approximately 10 per cent of overall student enrolments.

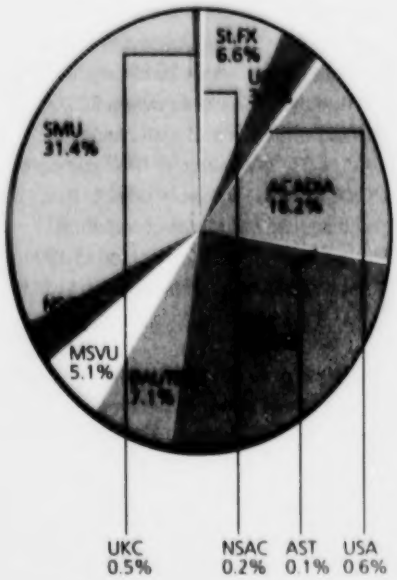
The funding formula provides significant incentives for the institutions to do so, as international students are funded in the same way as Canadian students—up to the 10 per cent target for undergraduate enrolment and 30 per cent for graduate student enrolment.

Universities are no longer required to charge a differential fee for international students, but if they do so, they keep such differential fees for their own operating purposes, including the provision of particular student services for international students.

Changes in the patterns of international student enrolment will be tracked over time and will be reported in future annual reports.

Such is the commitment to international trade and to marketing Nova Scotia's higher education goods and services, that a separate branch has been created within the Department of Education and Culture. This branch has received funding of $2.1 million to foster student recruitment and to promote Nova Scotia's training and research expertise. The International Trade and Marketing branch has already participated in a number of successful missions to places as diverse as Iceland, Gulf States, New England, and South America. Most recently, it has organized a partnership of Nova Scotia universities and training colleges with the Philippines, with the objective of Nova Scotia participating in the development of an Asian Maritime University. Staff of the Council work closely with this branch in developing and taking advantage of opportunities that arise from this unique collaboration between two levels of government, Nova Scotia's higher education institutions, and the private sector.

FIGURE 8
Distribution of International Student Enrolment (1997–98)



Source (Figures 6–8):
Maritime Provinces Higher Education Commission

STUDENT DEBT LOAD

The Nova Scotia Council on Higher Education does not have direct responsibility for Student Assistance; this falls under the Student Assistance Division of the Department of Education and Culture. Nevertheless, student loan and student debt issues have become an increasing concern of the Council, particularly as it is aware of the interconnectedness of institutional funding and the rising costs of tuition fees. Consequently, the staff of the Council have worked very closely with the Student Assistance Division and participated fully in the consultation around the harmonization of federal and provincial student assistance programs.

A snapshot of the changes in student debt between 1994 and 1997 for students pursuing post-secondary education, including university, community college, and private trade schools is presented in Table 14. The majority of students (80 per cent) were enrolled in university in Nova Scotia and out-of-province. There was a 10-fold increase in the number of students owing $25,000 or more at the time of loan consolidation*, 1,037 borrowers in 1997 compared to 100 in 1994. The table reflects that twice as many students commenced loan payback in 1997 compared to 1994. If debt distribution remained unchanged over that period, the values for 1997 would be expected to be double those for 1994. Although this trend holds for the <$10,000, $15–20,000, and $20–25,000 loan ranges, there was a much less than expected increase in the $10–15,000 loan range and a much greater than expected increase in the $25–30,000 and >$30,000 loan ranges. Therefore, these changes suggest a real redistribution of debt levels with an increased representation at the higher debt ranges.

The total number of student borrowers has grown steadily over recent years, increasing by 28 per cent between 1994 (14,893 borrowers) and 1997 (19,032 borrowers). Even with these large numbers of student borrowers, the *Survey of 1996 University Graduates* conducted by the Maritime Provinces Higher Education Commission reported that approximately 49 per cent of students graduated debt free.

EXPENDITURES FOR THE NOVA SCOTIA STUDENT LOAN PROGRAM

For 1998–99 the Nova Scotia Student Loan Program approved roughly $60 million in loans to support approximately 20,000 students at an overall cost to the provincial government of $17.7 million. The breakdown of this expense is detailed in Table 15. The largest expenditure, $7.1 million, was for loan remissions, whereby a portion of the annual loan may be forgiven depending on level of borrowing and academic performance criteria. Payment of interest charges while the borrower was studying and for six months after completion of the study period cost $6.3 million. Lending institutions were paid $2.5 million in risk premiums for assuming liability should loans not be repaid. Interest relief, available for up to 30 months to borrowers who are unable to meet their monthly payments as a result of unemployment or underemployment, amounted to $1.7 million. The cost of guaranteeing loans against death and bankruptcy was $83,000.

Nova Scotian students can also apply for Canada Student Loans. In 1997–98 approximately 20,000 students were awarded a total of $80.7 million. Together, these two loan programs provide approximately $140 million annually in support to Nova Scotian students.

For 1997–98, the maximum annual support for university by the combined loan programs was $10,710 ($165/week Canada Student Loan + $150/week Nova Scotia Student Loan for up to 34 weeks). This figure has almost doubled from the 1992–93 maximum funding level of $5,660.

*Consolidation is the term to describe the commencement of student loan payback. The Nova Scotia Department of Education and Culture receives notification from the financial institutions when a borrower is considered to be in repayment for Nova Scotia Student Loan (NSSL) only. However, it is also important to know that a student may return to active status at a later date. The figures are based upon net NSSL and awarded Canada Student Loan (CSL).

TABLE 14: NOVA SCOTIA STUDENT BORROWING POPULATION

	Number of Student Debtors	
Loan Ranges	***1994***	***1997***
<$10,000	1970	4133
$10,000–$15,000	1043	1388
$15,001–$20,000	591	927
$20,001–$25,000	295	612
$25,001–$30,000	75	485
>$30,000	25	552
Total	***3999***	***8097***

Source: *Profile of Nova Scotia Student Borrowing Population*, a paper prepared by the Policy Branch of the Nova Scotia Department of Education and Culture

TABLE 15: NOVA SCOTIA STUDENT LOAN PROGRAM EXPENDITURES

	Expenditures for 1998–99
Loan Remission	$ 7,100,000
Interest Payments	6,300,000
Risk Premiums	2,500,000
Interest Relief	1,700,000
Claims for Loss	83,000
Total	***$ 17,683,000***

Source: Student Assistance Division, Nova Scotia Department of Education and Culture

FACULTY RANK DISTRIBUTIONS AT NOVA SCOTIA UNIVERSITIES

The university system in Nova Scotia employed 1,834 full-time teaching staff over the 1997–98 academic year. Their rank distribution within each of the universities is shown in Table 16 and Figure 9 and for the overall system in Figure 10.

The distribution of ranks within each institution varies considerably, with most institutions heavily weighted in the more senior posts. In many cases this reflects the current seniority of staff hired in the 1960s and '70s. Province-wide, the number of full and associate professors is almost equal, each representing just over one-third of the total full-time teaching staff, while assistant professors make up 23 per cent of the overall distribution.

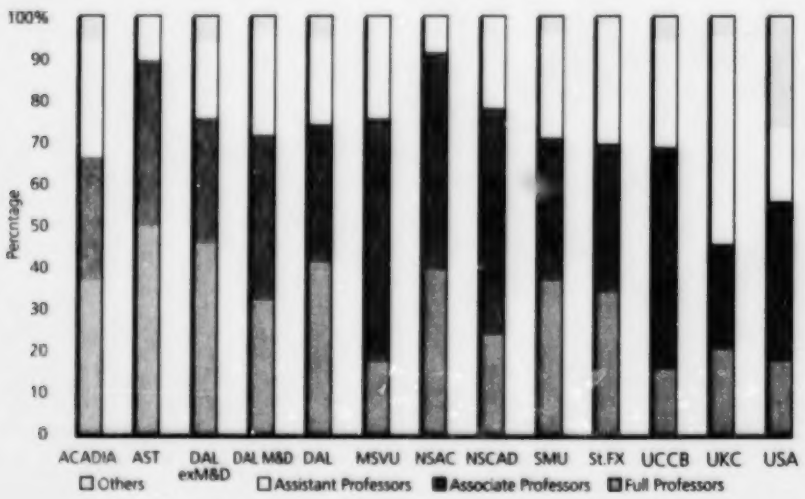
TABLE 16: FULL-TIME TEACHING STAFF AT NOVA SCOTIA UNIVERSITIES (1997–98)

Institution	*Full Professors*	*Associate Professors*	*Assistant Professors*	*Others*	*Total*
Acadia University	70 (37%)	55 (29%)	53 (28%)	11 (6%)	189 (10%)
Atlantic School of Theology	5 (50%)	4 (40%)	1 (10%)	0 (0%)	10 (1%)
Dalhousie University excluding Medical & Dental Schools	257 (46%)	166 (30%)	102 (18%)	34 (6%)	559 (30%)
Dalhousie University Medical & Dental Schools only	98 (32%)	120 (39%)	78 (26%)	8 (3%)	304 (17%)
Dalhousie University Total	355 (41%)	286 (33%)	180 (21%)	42 (5%)	863 (47%)
Mount Saint Vincent University	24 (18%)	80 (58%)	33 (24%)	0 (0%)	137 (7%)
Nova Scotia Agricultural College	25 (40%)	33 (52%)	5 (8%)	0 (0%)	63 (3%)
Nova Scotia College of Art and Design	9 (24%)	20 (54%)	8 (22%)	0 (0%)	37 (2%)
Saint Mary's University	74 (37%)	69 (35%)	51 (26%)	6 (3%)	200 (11%)
St. Francis Xavier University	63 (34%)	65 (36%)	54 (29%)	1 (1%)	183 (10%)
University College of Cape Breton	15 (16%)	50 (53%)	24 (26%)	5 (5%)	94 (5%)
University of King's College	5 (21%)	6 (25%)	12 (50%)	1 (4%)	24 (1%)
Université Sainte-Anne	6 (18%)	13 (38%)	6 (18%)	9 (26%)	34 (2%)
Total	***651 (36%)***	***681 (37%)***	***427 (23%)***	***75 (4%)***	***1834 (100%)***

Source: Statistics Canada

FIGURE 9

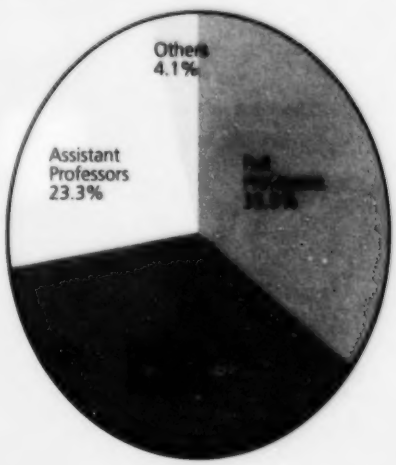
Faculty Rank Distribution by University



Source: Statistics Canada

FIGURE 10

System-Wide Faculty Rank Distribution



Source: Statistics Canada

MARITIME PROVINCES HIGHER EDUCATION COMMISSION

The Nova Scotia Council on Higher Education works closely with the Maritime Provinces Higher Education Commission (MPHEC), as it has responsibility for some significant aspects of Nova Scotia's university system.

The MPHEC oversees selected aspects of higher education in the three Maritime provinces as an agency of the Council of Maritime Premiers. Established in 1974, its legislated purpose is "to assist the Provinces and the Institutions in attaining a more efficient and effective utilization and allocation of resources in the field of higher education in the region."

The MPHEC is made up of 19 members drawn from the three provinces and represents higher education institutions, governments, and the general public (see Table 17 for a current membership list). Its 11 staff members work in three divisions: research and academic planning, finance, and information management.

MISSION STATEMENT

As an agency of the Council of Maritime Premiers that provides advice to Ministers responsible for post-secondary education in the Maritimes, the Martime Provinces Higher Education Commision assists institutions and governments in providing the best possible post-secondary learning environment that reflects the following values or "principles":

- ***Quality***—continuous improvement in the quality of programs, institutional practices, and teaching
- ***Accessibility***—program, delivery and support services that optimize post-secondary education availability
- ***Mobility***—portability of learning and credits throughout the post-secondary education system in the Maritimes
- ***Relevance***—effective and responsive interaction among "learners," the work force, and the community
- ***Accountability***—evidence of value, sustainability, and cost-effectiveness of public and learner investment
- ***Scholarship and Research***—commitment to the pursuit of knowledge

PRINCIPAL FUNCTIONS

The four principal functions of the MPHEC are quality assurance, data and information, stimulating cooperative action, and administration of regional programs.

Quality Assurance

The MPHEC will undertake measures intended to provide continuous improvement in the quality of academic programs and teaching.

Data and Information

Data and information will be collected by the MPHEC to ensure public accountability of the post-secondary institutions under its jurisdiction.

Stimulating Cooperative Action

To improve efficiency and effectiveness of the post-secondary system, the MPHEC will promote co-operation between institutions and government. This could include the offering of joint, complementary, and regional programs as well as administrative, financial, and common service arrangements, which reduce overhead costs of programs and the overall costs to students and governments.

Administration of Regional Programs

The MPHEC will continue to develop and administer funding transfers among the provinces for regional programs and may develop and administer funding arrangements for programs outside the region as required to provide additional educational opportunities for students from the Maritime provinces.

Over the past year, the MPHEC has consulted with the universities about a process for ensuring the ongoing quality of programs that the universities are offering. This new approach will call on the MPHEC to review the procedures that universities have in place for the periodic evaluation of their programs and the outcomes of those evaluations.

QUALITY ASSURANCE AND ENROLMENT GROWTH

The Nova Scotia universities, along with their New Brunswick and Prince Edward Island counterparts, are required to submit new programs or programs that are being changed substantially, for review and approval by the MPHEC. This review ensures that the proposed program is academically sound, that the university has the necessary resources to offer the program (for example, faculty, library resources, laboratory or specialized facilities, and equipment) and that there is no unnecessary duplication within or among the provinces.

All program approvals carried out by the MPHEC between 1992 and March 1999 are listed in Table 18. The vast majority of new program proposals carried no requests for new funding. The basis of this statement, though, was undoubtedly the assumption that the existing block grants would continue proportional to the amount available from government.

With the introduction of the new funding formula in March 1998, there should be a much closer relationship between program growth (or contraction) and the costs of funding this growth into the future. The funding formula provides a mechanism by which this can be assessed.

The NSCHE will work closely with the MPHEC in its Quality Assurance process and will identify for the MPHEC—earlier in the process than before—cost concerns related to the offerings of new programs or to significant proposed program growth.

Clearly, the NSCHE has a legitimate concern that without such collaboration between the two bodies, institutions may be tempted to increase enrolment without due regard to their capacity to sustain the new levels. Such new growth should be conscious and agreed to by the NSCHE if the institution intends to have this enrolment counted towards future funding formula corridors.

TABLE 17: MEMBERS OF THE MARITIME PROVINCES HIGHER EDUCATION COMMISSION

*Category**	*Name*	*Province*	*Expiry Date of Appointment*
a	Mr. Larry Durling, Chair	New Brunswick	March 31, 2000
c	Ms. Lucille Auffrey	New Brunswick	March 31, 2001
b	Ms. Rachel Bard	New Brunswick	March 31, 2001
b	Dr. Susan Clark	Nova Scotia	December 31, 2000
b	Mr. Mike Clow	Prince Edward Island	March 31, 2002
a	Ms. Lucille Collette	New Brunswick	March 31, 2002
a	Dr. John Crossley	Prince Edward Island	March 31, 2000
c	Mr. Mark Frison	Nova Scotia	March 31, 2001
c	Ms. Penny McCall Howard	Nova Scotia	March 31, 2000
a	Dr. Michael Leiter	Nova Scotia	March 31, 2002
c	Ms. Sue Loucks	Prince Edward Island	March 31, 2000
a	Dr. Bernard M. MacDonald	Nova Scotia	March 31, 2001
c	Ms. Alexia McKinnon	New Brunswick	March 31, 2001
b	Ms. Marie T. Mullaly	Nova Scotia	November 30, 2000
b	Ms. Debbie Pineau	Prince Edward Island	March 31, 2002
b	Dr. Peter Rans (†)	Nova Scotia	October 31, 1999
b	Dr. Alastair Saunders	Nova Scotia	March 31, 2002
c	Mr. Richard Tingley	New Brunswick	March 31, 2001
a	Dr. Judith Woodsworth	Nova Scotia	March 31, 2001

* a – university
b – senior public officials or executive heads of non-university institutions
c – public-at-large

† replacing M. Mullaly until November 1999

TABLE 18: MPHEC PROGRAM ACTION INDEX

Institution	*Program*	*Type*	*Action*	*Year*
Dalhousie University	MLSIS/LLB (4-year integrated program)	Modified program	Approved	1992
Université Sainte-Anne	M.A./M.Ed. (teaching French)	New program	Not approved	1992
St. Francis Xavier University	B. Music in Jazz Studies	New program	Approved	1992
Nova Scotia Agricultural College	M.Sc. Agriculture in Plant Science	New program	Approved	1993
Nova Scotia Agricultural College	M.Sc. Agriculture in Environmental Biology	New program	Approved	1993
Nova Scotia Agricultural College	M.Sc. Agriculture in Agricultural Chemical and Soil Science	New program	Approved	1993
Nova Scotia Agricultural College	M.Sc. Agriculture in Animal Science	New program	Approved	1993
University of King's College	B.A. (Hons.) in Contemporary Studies	New program	Approved	1993
Acadia University	Undergraduate Certificate in Gerontology	New program	Not approved	1993
Dalhousie University	Undergraduate Certificate in Health Services Administration	New program	Approved	1993
Mount Saint Vincent University	B. Applied Arts (Information Management)	Modified program	Approved	1993
Dalhousie University	M.A. in Social Anthropology	New program	Approved	1993
Dalhousie University	M.Sc. in Community Health and Epidemiology	New program	Approved	1993
Dalhousie University	M.Sc. in Atmospheric Sciences	New program	Approved	1993
Dalhousie University	Ph.D. in Atmospheric Sciences	New program	Approved	1993
St. Francis Xavier University	B.A. (Hons) in French	New program	Approved	1993
Nova Scotia Agricultural College	B.Eng. in Agricultural Engineering (Environmental Engineering Co-op option)	Modified program	Deferred	1993
			Deferred	1993
			Deferred	1994
			Approved	1994
Technical University of Nova Scotia	B.Eng. in Agricultural Engineering (Environmental Engineering Co-op option)	Modified program	Deferred	1993
			Deferred	1993
			Deferred	1994
			Approved	1994
Acadia University	Undergraduate Certificate in Liberal Arts	New program	Not approved	1993
Nova Scotia Agricultural College	B.Sc. Agriculture (Aquaculture option)	New program	Approved	1994
Nova Scotia Teacher's College	Post-degree Associate in Education	Modified program	Terminated	1994
Nova Scotia Teacher's College	B.Ed. (4 years)	Modified program	Terminated	1994
Acadia University	B.A. Option in Canadian Studies	New program	Approved	1994
Acadia University	B.Sc. in Environmental Science	New program	Approved	1994
Acadia University	B.A. Option in Women's Studies	New program	Approved	1994
Mount Saint Vincent University	B.Ed. (2-year post-baccalaureate)	Modified program	Approved	1994
Saint Mary's University	B.Sc. in Environmental Studies	New program	Approved	1994
University of King's College	B. Journalism (Hons. Journalism & Continuing Studies)	Modified program	Approved	1994
Atlantic School of Theology	Diploma in Theology and Ministry	New program	Not approved	1995
University College of Cape Breton	B.A. (Major) in Communication	New program	Approved	1995
Mount Saint Vincent University	M.Ed. (Educational Psychology)	New program	Approved	1995
Mount Saint Vincent University	B.Ed. (Secondary)	New program	Approved	1995
Mount Saint Vincent University	M.Ed. (Educational Foundations)	New program	Approved	1995
Mount Saint Vincent University	M.Ed. (Curriculum Studies)	New program	Approved	1995
Mount Saint Vincent University/ Dalhousie/Saint Mary's University	M.A. (Women's Studies)	New program	Approved	1995
Mount Saint Vincent University	Diploma in Teacher Education Programs	New program	Deferred	1995
Mount Saint Vincent University	Undergraduate Certificate in Teacher Education Programs	New program	Deferred	1995
Mount Saint Vincent University	B.Ed. (Arts Specialist)	New program	Approved	1995
Mount Saint Vincent University	M.Ed. (Adult Education)	New program	Deferred	1995
			Approved	1996
Mount Saint Vincent University	B.Ed. (Elementary)	Modified program	Approved	1995

Institution	Program	Type	Action	Year
University College of Cape Breton	B.A. Community Services	New program	Approved	1995
Dalhousie University	M.B.A. (Financial Services)	New program	Approved	1996
St. Francis Xavier University	B.Sc. Hons. in Human Nutrition	New program	Approved	1996
St. Francis Xavier University	B.Sc. Human Nutrition	Modified program	Approved	1996
St. Francis Xavier University	B.Sc. Human Nutrition (Advanced Major)	Modified program	Approved	1996
Dalhousie University	Ph.D. (Sociology)	New program	Approved	1996
Dalhousie University	M.Sc. (Physiotherapy)	New program	Approved	1996
University College of Cape Breton	B. Technology (Nautical Science)	New program	Approved	1996
University College of Cape Breton	B. Technology (Environmental Health)	New program	Approved	1996
University College of Cape Breton	M.B.A. (Community Economic Development)	New Program	Deferred	1996
			Approved	1997
Dalhousie University	Residency in Emergency Medicine	New program	Approved	1996
St. Francis Xavier University	Major in Catholic Studies, Bachelor's level	New program	Approved	1996
St. Francis Xavier University	B.Ed.—Teaching Cert Class V	Modified program	Approved	1996
St. Francis Xavier University	B.Sc. & B.A. in Human Kinetics	Modified program	Approved	1996
St. Francis Xavier University	Adv. Major, Major, Minor in Women's Studies, Bachelor's level	New program	Approved	1996
Nova Scotia College of Art and Design	M. Fine Arts in Studio	Modified program	Approved	1996
Nova Scotia College of Art and Design	Minor in Geography, Bachelor's level	Modified program	Approved	1996
Nova Scotia College of Art and Design	M. Fine Arts in Craft	Modified program	Approved	1996
Nova Scotia College of Art and Design	M. Fine Arts in Design	Modified program	Approved	1996
Mount Saint Vincent University	M.A. in Child and Youth Study	New program	Not approved	1997
			Approved	1998
Nova Scotia Agricultural College	B.Tech, Major in Landscape Horticulture	New program	Approved	1997
Nova Scotia College of Art and Design	Minor in Drawing, Bachelor's level	New program	Approved	1997
Nova Scotia College of Art and Design	B. Fine Arts, Major in Jewellery Design and Metalsmithing	Modified program	Approved	1997
Nova Scotia College of Art and Design	B. Fine Arts (Interdisciplinary)	Modified program	Approved	1997
Nova Scotia College of Art and Design	B. Fine Arts, Major in Media Arts	Modified program	Approved	1997
Nova Scotia College of Art and Design	B. Fine Arts, Major in Ceramics	Modified program	Approved	1997
Nova Scotia College of Art and Design	B. Fine Arts, Major in Photography	New program	Approved	1997
Nova Scotia College of Art and Design	B. Design, Hons., Major in Communication Design	Modified program	Approved	1997
Nova Scotia College of Art and Design	B. Design, Hons., Major Environmental Planning	Modified program	Approved	1997
Nova Scotia College of Art and Design	Minor in Art History, Bachelor's level	New program	Approved	1997
Nova Scotia College of Art and Design	Minor in Graphic Design, Bachelor's level	New program	Approved	1997
Nova Scotia College of Art and Design	Minor in Environmental Design, Bachelor's level	New program	Approved	1997
Nova Scotia College of Art and Design	B. Fine Arts, Major in Fine Arts	Modified program	Approved	1997
Nova Scotia College of Art and Design	B. Design, Hons., Major Digital Communication Design	New program	Approved	1997
Nova Scotia College of Art and Design	B. Fine Arts, Major in Textile	Modified program	Approved	1997
Nova Scotia College of Art and Design	B. Design, Major in Environmental Design	New program	Approved	1997
Nova Scotia College of Art and Design	Minor in Photography, Bachelor's level	New program	Approved	1997
University of King's College	Combined B. Journalism with combined Honours	New program	Approved	1997
Dalhousie University	M.A. in International Development Studies	Modified program	Approved	1997
Dalhousie University	B. Management	New program	Not approved	1997
			Approved	1998
Université Sainte-Anne	B.A., Major in Public Administration	New program	Approved	1997
Université Sainte-Anne	B.A., Major in Acadian Studies	New program	Approved	1997
Université Sainte-Anne	B.A., Major in History	Modified program	Approved	1997
Université Sainte-Anne	B.Sc. (General, 3-year)	New program	Approved	1997
Mount Saint Vincent University	Graduate Diploma in Educational Psychology	New program	Approved	1997
Mount Saint Vincent University	Graduate Diploma in Curriculum Studies	New program	Approved	1997
Mount Saint Vincent University	Undergraduate/Graduate Certificate in Education	New program	Not approved	1997

Institution	Program	Type	Action	Year
Mount Saint Vincent University	Graduate Diploma in Educational Foundations	New program	Approved	1997
Mount Saint Vincent University	Graduate Diploma in Adult Education	New program	Approved	1997
Nova Scotia College of Art and Design	B. Design, Major in Graphic Design, prof. stream	New program	Approved	1997
Nova Scotia College of Art and Design	B. Design, Major in Digital Media, non-prof. stream	New program	Approved	1997
St. Francis Xavier University	B.A./B.Sc./B.B.A. Interdisciplinary Studies in Aquatic Resources	New program	Approved	1997
St. Francis Xavier University	Graduate Diploma in Education – Administration and Policy	New program	Approved	1997
St. Francis Xavier University	M.Ed in Administration and Policy	Modified program	Approved	1997
St. Francis Xavier University	M.Ed in Curriculum and Instruction	Modified program	Approved	1997
St. Francis Xavier University	Graduate Diploma in Education – Curriculum and Instruction	New program	Approved	1997
Université Sainte-Anne	B.A. Hons. in Western Civilization	New program	Approved	1997
Université Sainte-Anne	B.A., Major in Theatre	New program	Approved	1997
Dalhousie University	Cardiac Surgery Residency	New program	Approved	1997
University College of Cape Breton	B.A. Hons. in Psychology	New program	Approved	1997
University College of Cape Breton	B.A. Hons. in English	New program	Approved	1997
Université Sainte-Anne	B.Ed. (Elementary, Secondary and Specialization)	Modified program	Approved	1997
Université Sainte-Anne	Undergraduate Certificate in Practical French	New program	Approved	1997
University College of Cape Breton	B.Sc. Community Studies with area of concentration in Biodiversity	New program	Approved	1997
Acadia University	B.Kin., Major in Biology	New program	Approved	1998
Acadia University	B.Kin. specializations in Exercise Studies, Sport Management, and Individualized Education Program	Modified program	Approved	1998
Acadia University	Graduate Diploma in Education (Curriculum Studies)	Modified program	Approved	1998
Acadia University	Undergraduate Certificate in Education (Curriculum Studies)	New program	Approved	1998
Acadia University	M.Ed. (Curriculum Studies)	Modified program	Approved	1998
Acadia University	Undergraduate Certificate in Education (Counseling)	Modified program	Approved	1998
Acadia University	M.Ed. (Counseling)	Modified program	Approved	1998
Acadia University	Graduate Diploma in Education (Counseling)	Modified program	Approved	1998
Acadia University	Undergraduate Certificate in Education (Special Education)	Modified program	Approved	1998
Acadia University	Graduate Diploma in Education (Special Education)	Modified program	Approved	1998
Acadia University	M.Ed. (Special Education)	Modified program	Approved	1998
Acadia University	Undergraduate Certificate in Education (Leadership and School Development)	New program	Approved	1998
Acadia University	Graduate Diploma in Education (Leadership and School Development)	New program	Approved	1998
Acadia University	M.Ed. (Leadership and School Development)	New program	Approved	1998
Saint Mary's University	B.Sc. in Computer Science (Major and Honours)	New program	Deferred	1998
University College of Cape Breton	B. Technology Information, specialization in Information Management	New program	Approved	1998
University College of Cape Breton	B. Technology Information, specialization in Geographical Information Systems	New program	Approved	1998
University College of Cape Breton	B. Technology Information, specialization in Computer System Development	New program	Approved	1998
University College of Cape Breton	B. Technology Information, specialization in Networking Systems	New program	Approved	1998
Saint Mary's University	B.A., Major and Honours in Criminology	New program	Approved	1998

Institution	*Program*	*Type*	*Action*	*Year*
Saint Mary's University	B.A., Major and Honours in Linguistics	New program	Approved	1998
Mount Saint Vincent University	B.A., Major and Honours in Linguistics	New program	Approved	1998
Dalhousie University	B.A., Major and Honours in Linguistics	New program	Approved	1998
University of King's College	Minor in Film Studies, Bachelor's level	New program	Approved	1998
Saint Mary's University	Minor in Film Studies, Bachelor's level	New program	Approved	1998
Nova Scotia College of Art and Design	B.A. in Visual Arts, Major in Art History	New program	Approved	1998
Nova Scotia College of Art and Design	Minor in Film Studies, Bachelor's level	New program	Approved	1998
Mount Saint Vincent University	Minor in Film Studies, Bachelor's level	New program	Approved	1998
Mount Saint Vincent University	B.Sc. (Applied Human Nutrition)	Modified program	Approved	1998
Dalhousie University	M.Sc. (Occupational Therapy)	Modified program	Approved	1998
Dalhousie University	Undergraduate Diploma in Emergency Health Services Management	New program	Approved	1998
Saint Mary's University	Diploma in Business Administration	New program	Approved	1998
Saint Mary's University	Masters in Criminology	New program	Approved	1999
Saint Mary's University	Graduate Diploma in Criminology	New program	Approved	1999
University College of Cape Breton	B.A., Hons. in Political Science	Modified program	Approved (CR*)	1999
Dalhousie University	B. Music (Instruction)	Modified program	Approved (CR*)	1999
Dalhousie University	B.Sc. (Recreation), B. Management	Modified program	Approved (CR*)	1999
Dalhousie University	B.Sc. (Recreation), Minor in Business	Modified program	Approved (CR*)	1999
University College of Cape Breton	B.Sc. Community Studies (Psychology, Health and Environment)	New program	Approved (CR*)	1999
Mount Saint Vincent University	B. Applied Arts (Information Technology)	Modified program	Approved (CR*)	1999
Mount Saint Vincent University	B. Applied Arts	Modified program	Approved (CR*)	1999
Mount Saint Vincent University	Undergraduate Diploma in Information Technology/ Computer Science	Modified program	Approved (CR*)	1999

*CR (Cursory Review) is the process, introduced in 1999, by which the MPHEC determines that the proposed change is consistent with the institution's mandate and involves no duplication with other institutions nor needs any additional financial resources. It can thus be approved quickly.

TABLE 19: UNDERGRADUATE AND FIRST PROFESSIONAL PROGRAM GROUPINGS

Arts

Anthropology
Art
Arts & Social Sciences
Asian Studies
Atlantic Canada Studies
Canadian Studies
Celtic Studies
Classics
Communications
Community Studies
Comparative Religions
Drama
Economics
English
Fine Arts
Folklore
French
Geography
German
Gerontology
Greek
History
Humanities
Interdepartmental Studies
Interdisciplinary Studies
International Development
Irish Studies
Latin
Mi'kmaq Studies
Modern Languages
Music
Music Theory
NSCAD Undergraduate Courses
Philosophy
Political Science
Russian
Sociology
Spanish
Theatre
Theology
Women's Studies

Science

Anatomy
Animal Science
Biochemistry
Biology
Chemistry
Earth Sciences
Environmental Science
Food Science
Geology
Interdepartmental Studies
Mathematics
Microbiology
Natural Science
Oceanography
Physics
Physiology & Biophysics
Plant Science
Psychology
Science

Professional

Adult Education
Agricultural Engineering
Applied Science/ Engineering General
Architecture
Business Administration
Child & Youth Study
Community Health & Epidemiology
Computer Science
Dentistry
Education
Engineering
Health Professions
Human Ecology
Information Management
Journalism
Law
Medicine
Nursing
Nursing (Outpost)
Nursing (SFX Distance Education)
Occupational Therapy
Pathology
Pharmacology
Pharmacy
Physical Education
Physiotherapy
Public Administration
Public Relations
Recreation Management
Social Work
Tourism & Hospitality

Non-Degree

Agricultural Engineering Technology
Animal Science Technician
Biology Technology
Business Technology (Computer)
Business Technology (Hospital Administration)
Business Technology (Office Administration)
Business Technology (Other)
Chemistry Technology
Dental Hygiene
Engineering Technology
Health Services Administration
Humanities Technology
Immersion
Physics Technology
Plant Science Technician

TABLE 20: GRADUATE PROGRAM GROUPINGS

Arts

Art Education
Atlantic Canada Studies
Classics
Developmental Economics
Economics
History
Humanities
Interdisciplinary Studies
International Development
Languages
No Major Reported
Philosophy
Social Sciences
Theology
Women's Studies

Science

Agriculture
Astronomy
Biology
Chemistry
Earth Sciences/Geology
Environmental Studies
Mathematics & Statistics
No Major Reported
Oceanography
Physics
Psychology
Science

Professional

Adult Education
Applied Science
Architecture
Business Administration
Combined LLB/Master's degrees
Computer Science
Divinity
Education
Engineering
Geography
Health Education
Health Services Administration
Human Communications Disorders
Human Ecology
Kinesiology
Law
Library Science & Information Science
Marine Management
MD/PhD
Nursing
Nursing/Health Services Administration
Oral Surgery
Pharmacy
Physical Education, Recreation and Leisure Studies
Post-graduate Medicine
Public Administration
School Psychology
Social Work
Theological Studies
Urban and Rural Planning

PhD

Biology
Chemistry
Classics
Computer Science
Divinity
Earth Sciences
Economics
Engineering
English
French
History
Interdisciplinary Studies
Law
Mathematics & Statistics
Oceanography
Pharmacy
Philosophy
Physics
Political Science
Psychology

EXECUTIVE COUNCIL

NOVA SCOTIA

Certified to be a true copy of an Order of his Honour the Lieutenant Governor of Nova Scotia in Council made the 20th day of June, A. D., 1989

89-692

The Governor in Council on the report and recommendation of the Minister of Advanced Education and Job Training dated the 16th day of June, A.D., 1989, pursuant to The Appropriations Act, 1989, and Chapter 255 of the Revised Statutes of Nova Scotia, 1967, the Public Service Act, is pleased to:

(1) establish the Nova Scotia Council on Higher Education;

(2) appoint:

(a) Dr. Joseph Jabbra (March 31, 1990) of Halifax, in the County of Halifax;

(b) Dr. Kathryn Bindon (March 31, 1992) of Halifax, in the County of Halifax;

(c) Ross Towler (March 31, 1992) of Halifax, in the County of Halifax;

(d) Carmen F. Moir (March 31, 1991) of Dartmouth, in the County of Halifax;

(e) Dermot Mulrooney (March 31, 1992) of Dartmouth, in the County of Halifax;

(f) Rev. Dr. Leger Comeau (March 31, 1991) of Church Point, in the County of Digby;

(g) Royden Trainor (March 31, 1990) of Port Hawkesbury, in the County of Inverness;

(h) Mrs. Ruth Pulsifer (March 31, 1992) of Truro, in the County of Colchester; and

(i) such other persons as may be appointed from time to time by the Minister of Advanced Education and Job Training,

to be members of the Nova Scotia Council on Higher Education to the date shown in brackets immediately following each name;

(3) confirm Gerald J. McCarthy to be Chairman of the Nova Scotia Council on Higher Education;

(4) determine the Nova Scotia Council on Higher Education to be an advisory body to the Minister of Advanced Education and Job Training and to the Governor in Council and to direct that it is the function and duty of the Nova Scotia Council on Higher Education to:

(a) recommend to the Governor in Council each year the total sum that should be appropriated for allocation among the universities, both for capital and operating expenditures;

(b) recommend to the Governor in Council each year the allocation among the universities of the operating and capital assistance provided by the Province;

(c) establish, in conjunction with the universities, a long-range plan for the development of a co-ordinated system of university education;

(d) inquire into and review the delivery of all university programs to determine whether they are being delivered in a cost effective manner;

(e) in consultation with the Maritime Provinces Higher Education Commission, recommend the approval or disapproval of public funding for new programs proposed by universities;

(f) in consultation with the Maritime Provinces Higher Education Commission, recommend the discontinuance of public funding for programs that the Council determines are no longer necessary to meet the established goals of university education;

(g) in conjunction with the universities, review financial information to ensure that a high standard of financial management prevails;

(h) request reports and returns from the universities respecting revenues and expenditures and prescribe the form and content thereof; and

(i) advise on university affairs;

(5) require the Nova Scotia Council on Higher Education to:

(a) manage its affairs and follow such procedures in the management of its affairs as directed, from time to time, by the Minister of Advanced Education and Job Training;

(b) report to the Minister of Advanced Education and Job Training or the Governor in Council, as directed by the said Minister or upon the request of the said Minister; and

(c) carry out its functions and duties with respect to the following institutions, which for the purpose of this Order, are referred to as "universities":

(i) Acadia University,

(ii) Atlantic School of Theology,

(iii) Dalhousie University,

(iv) Mount Saint Vincent University,

(v) Nova Scotia Agricultural College,

(vi) Nova Scotia College of Art and Design,

(vii) Nova Scotia College of Geographic Sciences,

(viii) Nova Scotia Teachers College,

(ix) Saint Mary's University,

(x) Saint Francis Xavier University,

(xi) Technical University of Nova Scotia,

(xii) Universite Sainte-Anne,

(xiii) University College of Cape Breton,

(xiv) University of King's College,

and such other universities as the Nova Scotia Council on Higher Education is directed to include, from time to time, by the Minister of Advanced Education and Job Training or the Governor in Council;

(6) determine the remuneration of each member of the Nova Scotia Council on Higher Education who is not an employee of the Province to be $150.00 for each day or part thereof while engaged in the duties as a member of the Council and reasonable expenses as directed by the Minister of Advanced Education and Job Training.

H. F. G. STEVENS, Q.C.,
CLERK OF THE EXECUTIVE COUNCIL.